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ABSTRACT

This faculty handbook provides information on educational programs and services offered to students with disabilities at the University of Florida. It discusses student responsibilities in making faculty members aware of their disabilities that require accommodations; stereotypes about individuals with disabilities; terminology to be used in describing people with disabilities; sources of support for students and faculty in complying with legislation; general considerations in teaching students with disabilities; descriptions of recognized categories of disabling conditions; methods of identifying disabilities; accommodations for students with disabilities; teaching methods effective with students with learning disabilities, visual impairments, physical impairments, hearing impairments, emotional/social impairments, speech impairments, and other disabilities; summaries of federal and state legislation; and sources of funds for auxiliary learning aids. (JDD)

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REASONABLE ACCOMMODATIONS

Committee on Persons With Disabilities

FACULTY GUIDE

FC 302132

UNIVERSITY OF FLORIDA

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Teaching College Students With Disabilities

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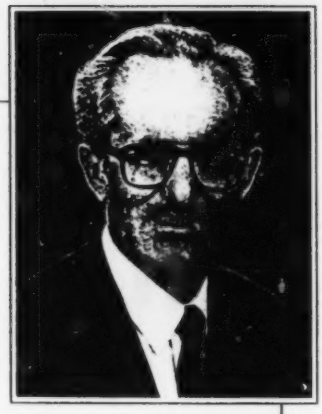

UNIVERSITY OF FLORIDA

JOHN V. LOMBARDI
PRESIDENT

Dear Colleague:

In our efforts to provide the best possible education for all students at the University of Florida, it is important that we recognize some of their limitation. It is especially important that we accommodate our students with disabilities. I encourage you to read this publication and learn more about the American Disabilities Act as it applies to our students.

Most students with disabilities can easily be assisted by using appropriate teaching strategies. This faculty guide will help you learn more about working with students who have disabilities, including their responsibility to communicate with you their special requirements. This guide will also direct you to support and additional information.

Each of our students deserves every opportunity to learn and benefit from the rich academic environment of the University of Florida. We can help them achieve their full potential. By knowing more about the special challenges which our disabled students face, we can better meet their educational needs.

Many thanks for your concern and dedication.

Sincerely yours,

226 TIGERT HALL, GAINESVILLE, FLORIDA, 32611 904-392-1311
EQUAL EMPLOYMENT OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

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Paige Ewaldsen, JoAnn Hosbrauch, Nancy Savage Committee on Persons with Disabilities and Billy Molasso

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Portions of this guide are reprinted, with permission, from *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities,* published by the Professional Staff Congress (AFT Local #2334), the union representing the instructional staff of The City University of New York.

Alternative Formats

For persons with disabilities, the *1992-93 Faculty Guide to Teaching Students With Disabilities* is available in alternative formats. Please contact the Office for Student Services, P202 Peabody Hall, 392-1261 (V/TDD), for more information.

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Introduction

Students with disabilities are a rapidly growing minority at the University of Florida, as elsewhere in American higher education. In Fall 1992, 310 University of Florida students identified themselves as having disabilities. Nationally, between 1981 and 1989, the proportion of college freshmen with disabilities tripled to 7.4 percent.

The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our university's commitment to fulfill the promise of access.

President Bush signed the Americans with Disabilities Act into law on July 26, 1990. This law will reinforce the concept of reasonable accommodations in education and mandate greater access to employment, transportation and public accommodations.

There is a legal imperative, which is embodied in Section 504 of the Rehabilitation Act of 1973, often referred to as the "Civil Rights Act" for people with disabilities. It states, in part:

> *No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*

In order to comply with this mandate, universities, such as the University of Florida, that receive Federal assistance must assure that the same educational programs and services offered to other students be available to students with disabilities. Academic ability should be the basis for participation in education.

To accomplish this goal, both physical and programmatic access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must be made in the instructional process to ensure full educational opportunity. This principle applies to all teaching strategies and modes, as well as to institutional and departmental policies.

The means of achieving this ideal are often not merely matters of judgment. They are matters of knowledge and sensitivities that most of us simply do not have because of lack of experience in teaching students with disabilities. This handbook is designed to fill such gaps; to heighten awareness; and provide basic information for the benefit of both faculty and students.

Student Responsibility

Students with disabilities are responsible for ensuring that the University, and faculty members in particular, are aware of disabilities that require accommodations in the educational process. Students with disabilities should contact the Office for Student Services (OSS). After providing appropriate documentation of the disabilities requiring accommodation and consulting with the Assistant Dean responsible for Programs and Services for Students with Disabilities, the student is registered with the Office for Student Services. After a student has registered with Office for Student Services, the student should contact faculty members early in each semester providing a letter from the Office for Student Services informing faculty members of necessary specific adaptations. Students, finally, are responsible for requesting accommodations in a timely manner so that the professor may plan for those accommodations.

Students with disabilities must maintain the same responsibility for their education as students that are nondisabled. This includes maintaining the same academic levels, attending class, maintaining appropriate behavior and timely notification of any special needs.

If there are ever any questions as to recommended accommodations, please contact the Office for Student Services, P202 Peabody Hall, 392-1261(V/TDD).

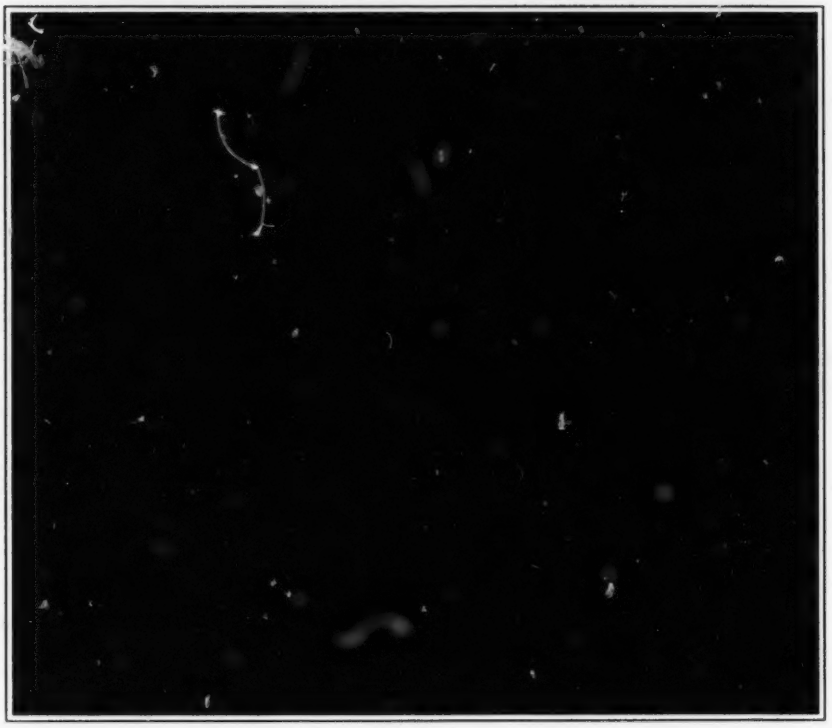
Sincerely,

[redacted]

Kenneth Osfield
Assistant Dean for
Student Services

Dispelling Myths

The similarities of students with disabilities with other students are much more significant than their differences because we are dealing, first and foremost, with students.



The first step in teaching students with disabilities seems obvious: **treat them, simply, as you would all students**. After all, they come to college for the same reasons others do and they bring with them the same range of backgrounds, intelligence and scholastic skills. Yet these truths are easier said than acted upon. Our best intentions often run into attitudes that dramatically distort our relations with people who have disabilities.

Attitudes that distort our relations with people who have disabilities may be innocent, deriving as they do from fears, guilt, and inexperience with individuals who have disabilities. But as a form of prejudice, distorting attitudes can be devastating to the person with a disability. Unfounded or inappropriate attitudes reduce or color our expectations of the individual's performance.

They define the person by the disability, not by the person's humanness, as if a disability comprises the entirety of his or her being. They lead us to isolate and segregate people with disabilities, hurt their pride and damage their confidence. Unfounded or inappropriate attitudes can be more disabling than any condition.

Stereotyping prevails no more on campus than it does in the larger society. In college, though, it not only perpetuates the prejudicial treatment encountered by people with disabilities elsewhere, but it may undermine their scholastic performance or access to educational opportunities.

Stereotyping can also reinforce barriers that students with disabilities are trying to surmount at critical junctures in their lives. As prophecy, stereotyping can fulfill itself.

Revising our perceptions and attitudes is the first step in accommodating students who learn or perform in ways that are different from others. It is vital to remember that similarities among all students are much more significant than their differences: we are dealing, first and foremost, with students.

Language of the Disabilities

People with disabilities prefer that you focus on their individuality, not their disability. The term "Handicapped" is falling into disuse and should be avoided. The terms "able-bodied," "physically challenged" and "differently abled" are also discouraged. The following are some recommendations:

Never use the article THE with an adjective to describe people with disabilities.

The preferred usage, "people with disabilities," stresses the essential humanity of individuals and avoids objectification. Alternatively, the term "disabled people" is acceptable, but note that this term still defines people as disabled first, and people second.

Not the deaf
Use people who are deaf

Not the visually impaired
Use people who are visually impaired

Not the disabled
Use people with disabilities

If it is appropriate to refer to a person's disability, choose the correct terminology for the specific disability.

Appropriate Terminology

People who are blind; visually impaired; deaf; hard of hearing; mentally retarded; nondisabled; physically disabled.

People with or who have Cerebral Palsy; Downs Syndrome; mental illness; paraplegia; quadriplegia; partial hearing loss; seizure disorder; specific learning disability; speech impairment.

Be careful not to imply that people with disabilities are to be pitied, feared, or ignored, or that they are somehow more heroic, courageous, patient or "special" than others. Never use the term "normal" in contrast.

Not Trina held her own while swimming with normal children.
Use Trina qualified for her "Swimmer" certificate

A person in a wheelchair is a "wheelchair user" or "uses a wheelchair".

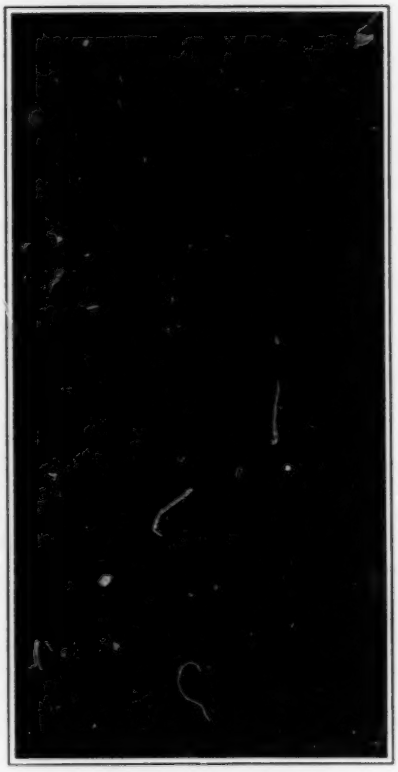
Avoid terms that define the disability as a limitation, such as liberates; it doesn't confine.

Never use the terms "victim" or "sufferer" to refer to a person who has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness.

Not victim of AIDS or AIDS sufferer
Use person with HIV/AIDS

Not polio victim
Use had polio

(From Campus Guidelines for Using Inclusive Language and Illustrations in University Publications - University of Maryland at College Park).



Where to go for Help

The Office for Student Services

The Office for Student Services provides students and faculty with assistance and information in meeting the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act and integrates students with disabilities into the University of Florida community.

The major concern of the University is counseling students in making the adjustments that may be necessary for success in their academic careers. The staff works with students who identify themselves as having disabilities. Official documentation of disability is required to determine eligibility for special aids or adaptations that may be helpful on campus.

Staff members of the Office for Student Services serve as full-time advocates for students with disabilities, ensuring that students have the physical and programmatic access to all college programs that will enhance their interactions in all activities of the campus community.

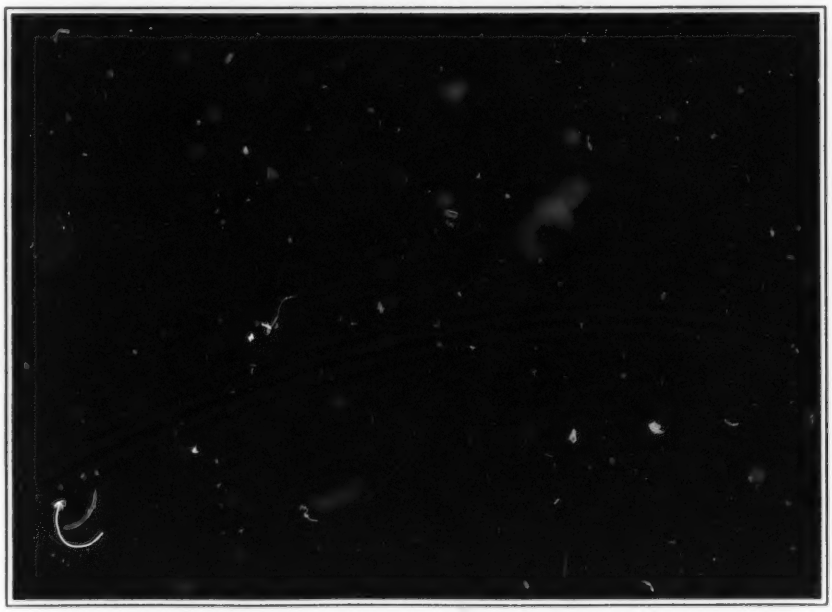
Faculty members are encouraged to ask students about their needs.

The Office for Student Services also may render invaluable advisory services. Staff members should be consulted about adaptations for students with disabilities. Staff members can also answer whatever questions may arise in accommodating the needs of students in the classroom.

The University of Florida Committee on Persons with Disabilities advises the University of Florida President on issues to improve the quality of life for students, staff, and faculty members who have disabilities. The main functions of this committee are to enhance campus opportunities for people with disabilities, to review existing campus services and programs, to strengthen and augment services where appropriate, and to identify and recommend removal of impediments to accessibility of campus buildings, facilities, and programs.

SERVICES PROVIDED BY STUDENT SERVICES

- ✓ Pre-admission counseling
- ✓ Priority registration
- ✓ Limited academic advisement
- ✓ Special arrangements when needed (room changes, readers, interpreters, note-takers, tutors and proctors).



Vocal Eyes

Print disabilities affect many students at the University of Florida. These students may have a difficult time studying for their courses due to disabilities which may include dyslexia, visual, learning or physical disabilities.

Vocal Eyes, the taped textbook recording program, provides audio versions of course materials to students who need to hear their readings. Operated by the Office for Student Services, Vocal Eyes provides recordings not available through Recording for the Blind, Inc. or Talking Books, the public library for people with print disabilities of Daytona Beach.

Recording for the Blind, Inc., headquartered in Princeton, N.J., has over 70,000 educational books on tape, but also records materials on demand through its Miami-based Florida unit. Students with print disabilities at the University of Florida get approximately 70 percent of their books through RFB or Talking Books, and rely on Vocal Eyes for the other 30 percent. Vocal Eyes users are eligible for and can obtain, from Talking Books, special tape players free of charge.

Vocal Eyes depends on a strong network of dedicated volunteers who come from the student body, faculty and staff as well as from the community. Volunteers enrich their lives while helping students with print disabilities achieve excellence. Vocal Eyes volunteers attend one training session and are then available to record any subject that may be needed.

It is only through generous private donations, fund-raising efforts and hard-working volunteers that Vocal Eyes is able to continue meeting the needs of students with print disabilities. Tapes, tape-recorders, sound/recording booths and volunteer assistants are all required to keep the reels turning at Vocal Eyes.

Vocal Eyes is located in P205 Peabody Hall. For more information about volunteering and donations, call Vocal Eyes at 392-1261(V/TDD).

Visual Aids Reading Room (VARR)

The Visual Aids Reading Room (VARR), located in P205 Peabody Hall, is intended to serve as a resource room for students with print or visual disabilities. The VARR is funded by Student Government and the Office for Student Services. The room includes Apple, IBM, Macintosh and Toshiba microcomputers, two electronic magnification systems, variable speed tape recorders, phonograph, Perkins Brailler and a Kurzweil Personal Reader.

The Kurzweil Personal Reader is an optical scanner that reads typeset and typewritten material and turns it into DECtalk synthetic speech. This technology enables the Kurzweil Personal Reader to scan text accurately and quickly. Documents are read as fast as 550 words per minute in one of nine reading voices. The Kurzweil Personal Reader is able to read single sheets or bound documents such as textbooks.

To use the Visual Aids Reading Room resources, an interested student should contact the Office for Students Services for an appointment with the VARR coordinator. Students who wish to use the VARR must receive orientation training for the equipment and software. Upon completion of training, users will be added to the VARR access list.

Office of Instructional Resources

The OIR Teaching Center located in S.W. Broward Hall provides free tutoring and study skills advisement to all University of Florida students. Depending on the semester, tutoring is offered in these and other courses: accounting, economics, differential equations, chemistry, biology, statistics, calculus, physics and several engineering courses (circuits, thermodynamics, mechanics, etc.). Systematic review programs for the computation portion of the CLAST and GRE are also offered by using computer software programs or by receiving help from a tutor.

The OIR Teaching Center located in S.E. Broward Hall offers free tutoring and test reviews for MAC 1142-Pre-Calculus, MAC 3233-Survey of Calculus I, and MAC 3311-Calculus I.

Testing facilities are provided for students with disabilities for most subjects. A room with 20 carrels is available; also one room with two tables is available (for wheelchair accessibility).

Reservations for space must be made well in advance of the testing date. The rooms are also used for other testing groups, review sessions, study skills appointments and a self-help tutoring center. Call the Program Assistant to discuss particular needs.

For more information, contact OIR at 392-2010.

Phone Index

The following offices may be of assistance to you as you teach students with disabilities. Do not hesitate to contact any of these offices should you have questions about students with disabilities. If you need assistance, and an appropriate office has not been listed, please contact the Office for Student Services for referral to the correct office.

OFFICE	LOCATION	PHONE
Affirmative Action Office	352 Tigert Hall	392-6004
Campus Alcohol and Drug Resource Center	P207 Peabody Hall	392-1261(V/TDD)
Committee on Persons with Disabilities	P205 Peabody Hall	392-1261(V/TDD)
Counseling Center	P301 Peabody Hall	392-1575
Division of Housing	Housing Office	392-2161
Florida Relay Service		800-955-8771 (TDD)
Handi-Van		376-3236 ext. 482
Library Assistance for Students with Disabilities	Access Service Dept.	392-0345
Office for Student Services	P202 Peabody Hall	392-1261(V/TDD)
Office of Instructional Resources	Turlington	392-2010
Reading and Writing Center	2109 Turlington Hall	392-0791
Teaching Center	SW Broward Hall	392-2010
Visual Aids Reading Room	P205 Peabody Hall	392-1261 (V/TDD)
Vocal Eyes	P205 Peabody Hall	392-1261(V/TDD)

For other useful numbers and information, consult the *University of Florida Student Guide. The Student Guide* offers an abstract of a number of campus programs, offices and resources for the University Community. *The Student Guide* is available from the Office for Student Services, P202 Peabody Hall, 392-1261 (V/TDD).

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Overview

Specific suggestions for teaching students with disabilities will be offered in the sections devoted to each disability. Here are some general considerations to keep in mind.

Faculty-Student Responsibilities

To the extent manageable, students with disabilities bear the primary responsibility of notifying the university of their disabilities. If a student needs accommodations, the faculty member is responsible for making those accommodations.

Faculty-Student Relationships

Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing the student's needs as they relate to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk." However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. Often, for example, people in wheelchairs are spoken to very loudly, as if they were deaf. The student will probably have had some experience with the kind of initial uneasiness you may bring to the relationship. The student's own suggestions, based on experience with the disability and with school work, are invaluable in accommodating disabilities in college.

Attendance and Promptness

The student using a wheelchair or other assisting devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or irregular difficulties, either from their disability or from medication. Flexibility in applying attendance and promptness rules to such students would be helpful.

Classroom Adjustments

A wide range of students with disabilities may be assisted in the classroom by making book lists available prior to the beginning of the term, appropriate seating arrangements, speaking only when directly facing the class, and writing key lecture points and assignments on the chalkboard or an overhead projector. Remember that beards and mustaches that cover the mouth often interfere with a student's ability to speech read.

Alternatives to Taking Notes

Students who cannot take notes or have difficulty taking notes adequately would be helped by allowing them to tape-record lectures, permitting them to bring a note-taker to class, making an outline of lecture materials available to them, or by assisting them in borrowing classmates' notes. Students must ask permission of the professor to tape-record a class. If taping a class is the only reasonable accommodation, a professor must give permission for the student to tape the class.

Testing and Evaluation

Depending on the disability, the student may require the oral administration of examinations, the use of readers and/or scribes, extensions of time for the duration of exams, a

modification of the test formats or, in some cases, make-up or take-home exams. This may entail recognizing when a student has missed material (particularly in the case of those students with hearing and/or vision impairments) because the material was not interpreted literally or visual aids were not effectively described. If a student has missed or misunderstood the material because of these problems, test answers will demonstrate the incomplete knowledge. For out-of-class assignments, the extension of deadlines may be justified. The objective of such considerations should always be to accommodate the student's learning differences, not to water down scholastic requirements. Instructors should apply the same standards to students with disabilities as they apply to other students in evaluating their work and assigning grades.

Functional Problems

In addition to the adjustments that will be discussed in detail for each category of disability, some understanding is required in working with more subtle and sometimes unexpected manifestations of a disability. Chronic weakness and fatigue characterize some disabilities and medical conditions. Drowsiness, fatigue or impairments of memory or speech may result from prescribed medications. Such difficulties and interferences with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.

Categories of Disabilities

In order to provide services to disabled students, each Florida University asks for *voluntary* self-identification of students with a specific disability. This information is kept confidential and is used for the purpose of aiding students in achieving their fullest potential while at the university. In addition, each university is required to submit annually a confidential report to the Board of Regents which includes the number of disabled students by disability category. Listed below are the six categories of handicapping conditions the State maintains as of September, 1991.

Visual Impairment

Disorders in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include but are not limited to: cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Physical Impairment

Musculoskeletal and connective tissue disorders, neuromuscular disorders. Physically disabling conditions which may require an adaptation to one's school environment or curriculum. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

Hearing Impairment

A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include but are not limited to conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Specific Learning Disabilities

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or an environmental deprivation.

Speech Impairment

Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Other Impairments

Not limited to conditions listed below.

Cardiovascular and Circulatory Conditions: Include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Mental, Psychoneurotic, or Personality Disorders: Any emotional or behavioral neurosis that has, or could create, an unstable condition in the individual's actions. Include but not limited to psychotic disorders, psychoneurotic disorders, alcoholism, drug dependence, and other character, personality, and behavior disorders.

Blood Serum Disorders: Hemophilia, sickle cell anemia, HIV/AIDS, and disorders where the cause is unknown.

Respiratory Disorders: Tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestosis, bronchiectasis, chronic bronchitis and sinusitis, other diseases of respiratory system.

Diabetes. Epilepsy.

Other conditions that require an administrative or academic adjustment such as class schedules, parking, and course adjustments, and do not fit into any of the above categories may also qualify. Contact the Assistant Dean for Student Services responsible for programs for students with disabilities.

Identifying Disabilities

Each students brings a unique set of experiences to college, and a student with disabilities is no exception. While many learn in different ways, their differences do not imply inferior capacities. There is no need to reduce course requirements for students with disabilities. However, special accommodations may be needed, as well as modifications in the method of presentation and evaluation.

Determining that a student is disabled may not always be a simple process. Visible disabilities are noticeable through casual observation; an immediately recognizable physical impairment, for example, or the use of a cane, a wheelchair or crutches.

Other students have what are known as hidden disabilities, which include hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease and psychiatric or seizure disorders.

Finally, there are students with multiple disabilities, which are caused by such primary conditions as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment, in mobility, vision, hearing, speech or coordination, which may, in fact, pose greater difficulties.

Some students with disabilities will identify themselves as such by contacting the Office for Student Services and their instructors before or early in the semester. Others, especially those with "hidden" disabilities, may not identify themselves because of their fear of others' disbelief either about the legitimacy of their problem or the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their college work. In a panic they may identify themselves as disabled just before an examination and expect instant attention to their needs. If that happens, the faculty member should contact the Office for Student Services for assistance in dealing with unanticipated accommodations.

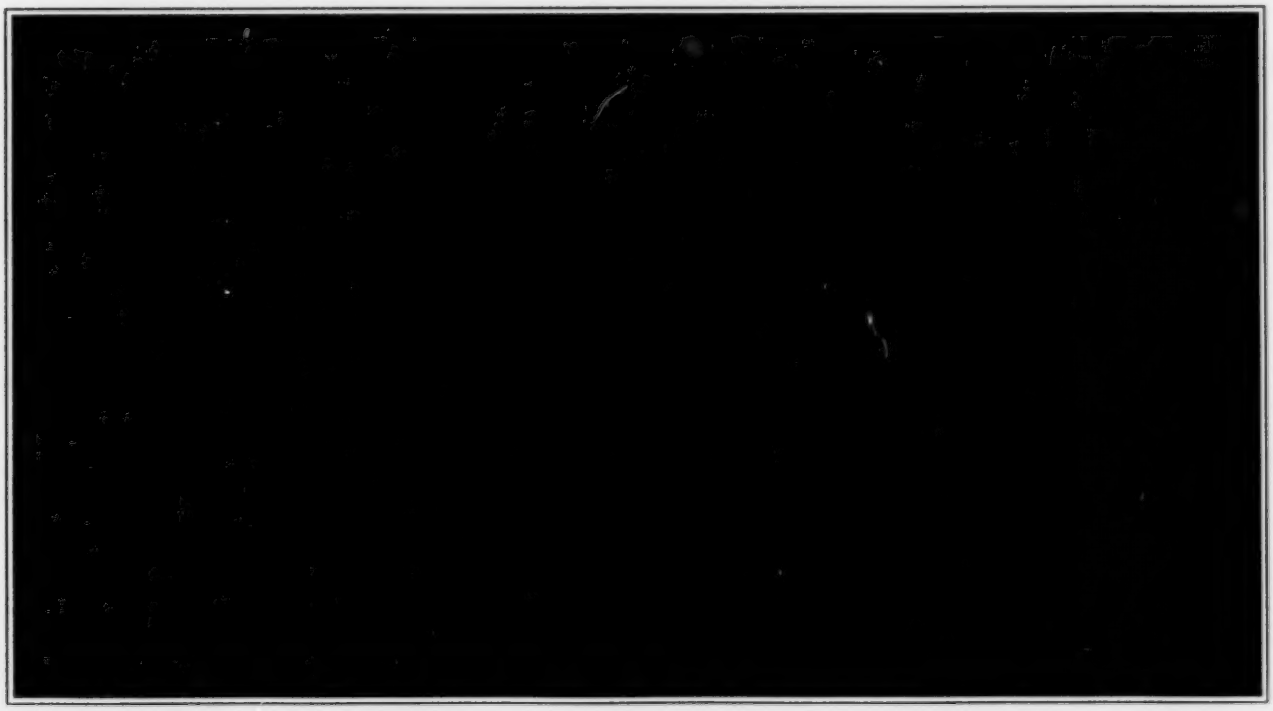
The faculty member should make an announcement at the beginning of the term or put a statement in the syllabus inviting students with disabilities to schedule appointments. If you suspect that a student has a disability, discuss your concern with the student. You may find such an approach awkward, at least initially, but the end result will be extremely beneficial if the student's circumstances are made known at the very outset.

If a disability is brought to the attention of the faculty member, the faculty member should verify the disability and discuss accommodations with the Office for Student Services.

Accommodating Students with Learning Disabilities

Accommodations necessary for ensuring complete access to and full participation in the educational process do not require the instructor to adjust evaluations of academic performance. Rather, the accommodations make it possible for a student with a disability to truly learn the material presented and for an instructor to fairly evaluate the student's understanding of the material. Accommodations include the following:

- ✓ Priority seating in the classroom
- ✓ Change of classroom
- ✓ Faculty member standing facing the class when speaking
- ✓ Tape recording of lectures
- ✓ Use of scribes
- ✓ Use of signers
- ✓ Providing copies of overhead demonstrations and lecture notes
- ✓ Enlarging exam questions or lecture notes
- ✓ Leniency in grading spelling
- ✓ Providing alternative access to material covered in a field trip
- ✓ Extra time on tests
- ✓ Use of computers on tests
- ✓ Exam delays
- ✓ Tape recording the exam questions
- ✓ Tape recording the answers
- ✓ Use of computers in taking tests



Teaching Students with Learning Disabilities

A learning disability is any of a diverse group of conditions that cause significant difficulties in perceiving and/or processing either auditory, visual and/or spatial information. Of presumed neurological origin, it covers disorders that impair such functions as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia). No two students will have exactly the same pattern or type of learning variance associated with a given learning disability.

Drawing upon the student's own experience offers invaluable clues to the types of adaptation that work.

A student may have average to superior intelligence and adequate sensory and motor systems and yet have a learning disability. The extraordinary achievements of numerous people with learning disabilities evidences the co-existence of learning disabilities and average to superior intelligence. But learning disabilities have only recently been identified and these conditions still often go undiagnosed. That is why people with learning disabilities, as well as others, often mistakenly believe a learning disability is an intellectual deficiency, which it emphatically is not.

In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability. Documentation of the disability is required not only to establish the need for special services but to determine the kind of special services that are indicated. Students who are believed to have a learning disability that has not been previously or reliably identified should be referred to the Office for Student Services for consultation.

While a learning disability cannot be "cured," its impact can be lessened through instructional intervention and compensatory strategies. In general, a variety of instructional modes enhances learning for students with learning disabilities, as for others, by allowing them to master material that may be inaccessible in one particular form.

In working with a student with a learning disability, the faculty member should try to identify the nature of the disability of the individual student to determine the kind of strategies that the student may need to compensate. Drawing upon the student's own experience offers invaluable clues to the types of adaptation that work.

Strategies

Once the faculty member knows the nature of an individual student's disability, the faculty member may find the following strategies helpful.

Auditory Processing

Some students may experience difficulty integrating information presented orally, so they may not be able to follow the logic and organization of a lecture.

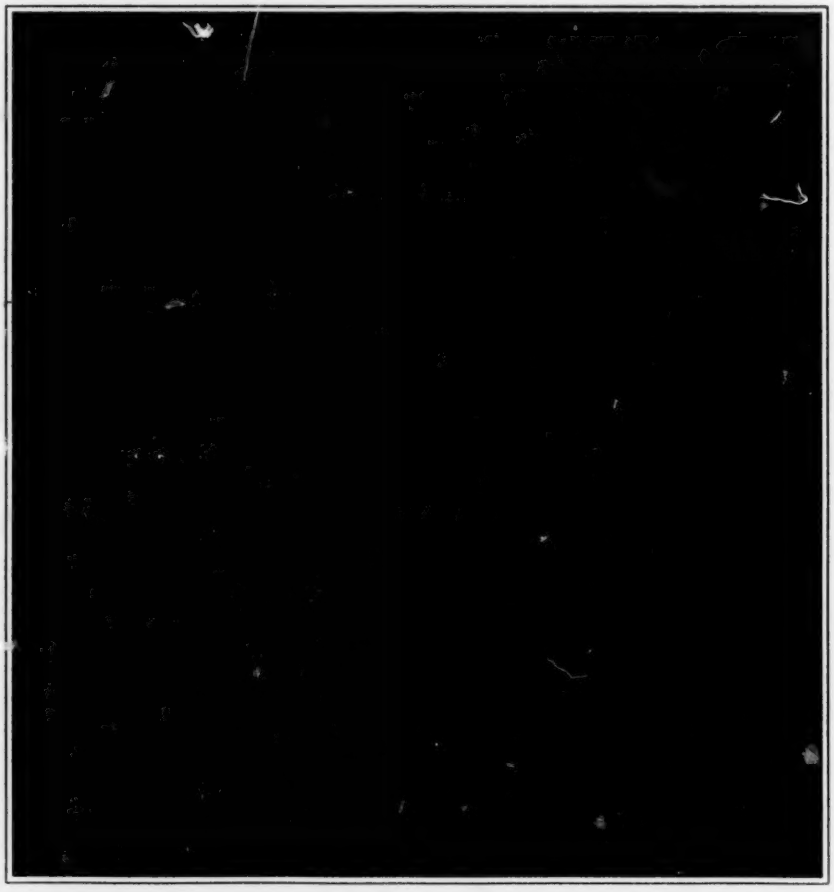
- ✓ Provide students with a course syllabus at the start of the semester.
- ✓ Permit a student to tape a class, if the student needs to listen to the class discussion more than once.
- ✓ Outline class presentations and write new terms and key points on the chalkboard.
- ✓ Allow the student to use a note taker.
- ✓ Repeat and summarize segments of each presentation and review its entirety.
- ✓ Provide students with a written copy of major points, models, outlines, etc.

In dealing with abstract concepts, paraphrase them in specific terms, and illustrate them with concrete examples, personal experiences, hands-on models and such visual tools as charts and graphs.

Visual Processing

Reading may be slow and deliberate and comprehension may be impaired for a student with a learning disability, particularly when dealing with large quantities of material. For such a student, comprehension and speed are expedited dramatically with the addition of auditory input.

- ✓ Make required book lists available prior to the first day of class to allow students to begin their reading early or to have texts put on tape.



- ✓ Provide students with chapter outlines or study guides that cue them to key points in their readings.
- ✓ Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

Memory Processing

Memory or sequencing difficulties may impede the student's execution of complicated directions.

- ✓ Keep oral instructions concise and reinforce them with a brief cue word.
- ✓ Repeat or re-word complicated directions.

Note-Taking Alternatives

Some students with learning disabilities need alternative ways to take notes because they cannot write effectively or assimilate, remember and organize the material while listening to a lecture.

- ✓ Allow note-takers to accompany the student to class.
- ✓ Permit tape recordings or make your notes available for material not found in texts or other accessible sources.
- ✓ Assist the student, if necessary, in arranging to borrow classmates' notes.
- ✓ Provide copies of your notes and transparencies

Participation

It is helpful to determine the student's ability to participate in classroom activities. While many students with learning disabilities are highly articulate, some have severe difficulty in talking, responding or reading in front of groups.

Specialized Limitations

Some students with learning disabilities may have poor coordination or trouble judging distance or differentiating between left and right. Such devices as demonstrations from the student's right-left frame of reference and the use of color codes or supplementary symbols may overcome the perceptual problem.

The Science Laboratory

The science laboratory can be especially overwhelming for students with learning disabilities. Unfamiliar equipment, exact measurement and multi-step procedures may demand precisely those skills that are hardest for them to acquire.

- ✓ Provide an individual orientation to the laboratory and equipment to minimize student anxiety.
- ✓ Label equipment, tools and materials.
- ✓ Make available to a student cue cards or labels designating the steps of a procedure to expedite the mastering of a sequence.
- ✓ Use specialized adaptive equipment to help with exact measurements.

Writing Processing

Some students with a learning disability have difficulty organizing written material or may misspell words. Allowing a student to have access to

appropriate tools may help the student with a learning disability to more clearly express his or her comprehension of the course material:

- ✓ Permit a student to use a dictionary during a test.
- ✓ Allow a student to use a computer and a spell checking program.

Behavior

Because of perceptual deficiencies, some students with learning disabilities are slow to grasp social cues and are slow to respond appropriately. They may lack social skills, or they may have difficulty sustaining focused attention. If such a problem results in classroom interruptions or other disruptions, it is advisable to discuss the matter privately with the student or with the Office for Student Services.

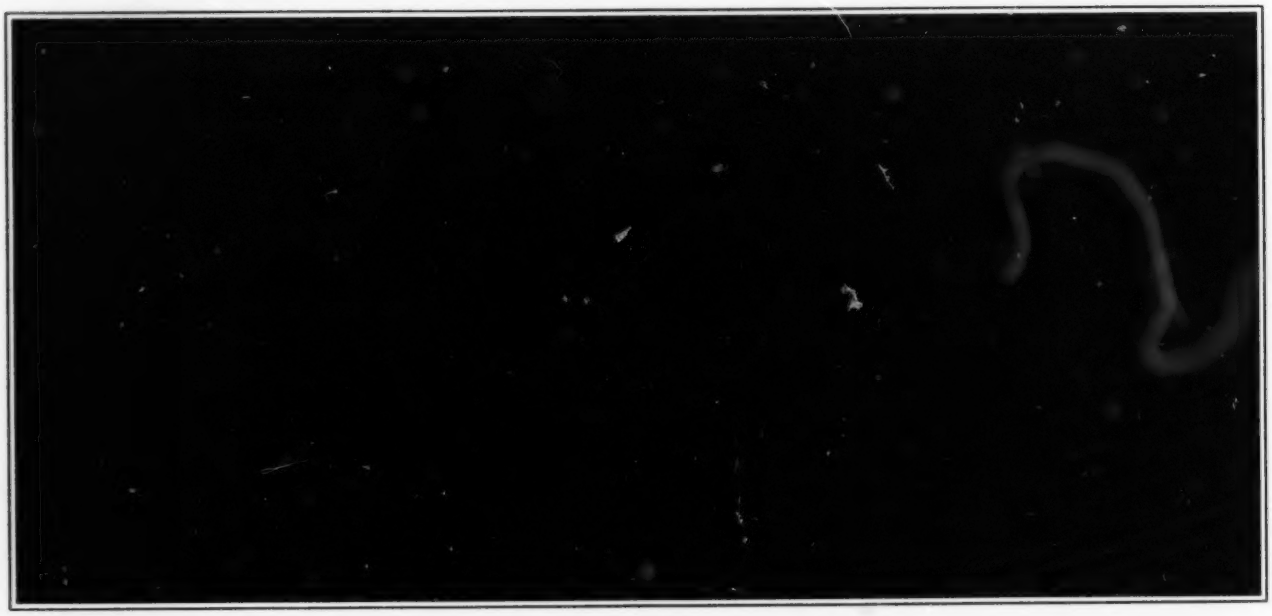
Evaluation

A learning disability may affect the way a student should be evaluated. If so, a special arrangement may be necessary.

- ✓ Allow students to take examinations in a separate, quiet room with a proctor. Students with disabilities are especially sensitive to distractions. Testing services are available through Student Services and OIR.
- ✓ Grant time extensions on exams and written assignments when there are significant demands on reading and writing skills.
- ✓ Avoid overly complicated language in exam questions, and clearly separate them in their spacing on the exam sheet. For a student with perceptual deficits, for whom transferring answers is especially difficult, avoid using answer sheets, especially computer forms.
- ✓ Try not to test on material just presented since more time is generally required to assimilate new knowledge.
- ✓ Permit use of a dictionary, a word processing program, a proofreader or, in mathematics and science, a calculator. In mathematics, the student may understand the concept, but may make errors by incorrectly aligning numbers or confusing mathematical facts. A student may need to use a grid paper or other special materials.
- ✓ When necessary, allow students to use a reader, scribe, word processor, tape recorder or typewriter.
- ✓ Consider alternative test designs. Some students with learning disabilities may find essay formats difficult. A student with a perceptual impairment will always have trouble with tests requiring students to match different items.
- ✓ Consider alternative or supplementary assignments to evaluate a student's mastery of the course material. Taped interviews, slide presentations, photographic essays or hand-made models may lead to more accurate evaluations.

Student Services is always available to help faculty identify accommodations on an individual basis.

Teaching Students with Visual Impairments



Visual impairment varies greatly. Persons are considered legally blind when visual acuity is 20/70 or less in the better eye with the use of corrective lenses. Most persons who are legally blind have some vision. Others who have low vision may rely on residual vision with the use of adaptive equipment. Persons who are totally blind may have visual memory, the utility of which varies depending on the age when vision was lost.

Whatever the degree of impairment, students who are visually impaired should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some use lap-top computers or computerized braillers. Students who are visually impaired may encounter difficulties in laboratory classes, field trips and internships. With planning and adaptive equipment, these difficulties can be minimized.

Before or Early in the Semester

- ✓ Provide reading lists or syllabi in advance to allow time for arrangements to be made such as the taping or brailling of texts.
- ✓ In cooperation with the Office for Student Services, assist the student in finding readers, note-takers or tutors, as necessary, or team the student with a sighted classmate or laboratory assistant.
- ✓ Reserve front seats for low-vision students. Make sure seats are not near windows; glare from the light can make it hard for a student to see the instructor or the board. If a guide dog is used, the dog will be highly disciplined and require little space.
- ✓ Verbalize the content printed on transparencies or chalkboard notations.

During the Semester

- ✔ Face the class when speaking.
- ✔ Convey in spoken words whatever you put on the chalkboard and whatever other visual cues or graphic materials you may use. Provide copies of all materials or request another student to write everything down for later transfer to tape or braille.
- ✔ Permit lectures to be taped and/or provide copies of lecture notes, where appropriate.
- ✔ Provide large print copies of classroom materials by enlarging them on a photocopier, or print in at least 18 point using high contrast non-encumbered fonts.
- ✔ Be flexible with assignment deadlines.
- ✔ Plan field trips and such special projects as internships well in advance and alert field supervisors to whatever adaptations may be needed.
- ✔ If a specific task is impossible for the student to carry out, consider an alternative assignment.

Examinations and Evaluations

Students should not be exempt from examinations, be expected to master less content or achieve a lower level of scholastic skills because of a visual impairment. Alternative means of assessing their understanding of the material may be necessary. The students themselves, because of their experience in previous learning situations and the Office for Student Services may offer suggestions on testing and evaluation strategies. The most expedient devices are alternative examinations (oral, large print, braille, or taped), the extension of time for exams, and the use of such aids as print enlargers, specialized computer programs or tape recorders. The Office for Student Services is available to assist with the administration of classroom exams.

Other adaptations suited to specific situations, such as tactile materials in presenting diagrams or illustrations in certain subjects, may be helpful.

Teaching Students with Physical Impairments

A wide range of conditions may limit mobility and/or hand-function. Among the most common permanent disorders are such musculoskeletal disabilities as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis and cerebral palsy. Additionally, health impairments such as cancer, HIV/AIDS, cystic fibrosis, or respiratory and cardiac diseases, may be debilitating and consequently, affect mobility. These conditions may also impair the strength, speed, endurance, coordination and dexterity that are necessary for proper hand function. Conditions such as cerebral palsy often involve sensory and/or speech dysfunction. While the degree of disability varies, students may have difficulty getting to or from class, performing in class, and managing out-of-class tests and assignments.

Going to and from Classes

Physical access to classrooms is a major concern of students who are physically disabled. Those who use wheelchairs, braces, crutches, canes or prostheses, or who fatigue easily, find it difficult moving about, especially within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, elevator or wheelchair breakdown or the need to wait for a physician to see them. Going from class may pose similar problems especially in cases of emergency.

- ✓ Consider whether physical access to a class room is a problem before or early in the semester and discuss it with the student and, if necessary, the Office for Student Services.

- ✓ Be prepared to arrange for a change of class room or building if the classroom or building is not accessible to students with mobility impairments. Also be prepared to move class temporarily if an elevator is out of service.

- ✓ Familiarize yourself with the building's emergency evacuation plan and assure that it is manageable for students who have mobility impairments.

In-Class

Some courses and classrooms present obstacles to the full participation of students who have physical disabilities. In seating such students, every effort ought to be made to integrate them into the class. Relegating students to a doorway, a side aisle or the back of the room should be avoided. Even such apparently insurmountable barriers as fixed seating may be overcome by arranging for a chair to be unbolted and removed to make room for a wheelchair.

Laboratory stations too high for wheelchair users to reach or transfer to, or with insufficient under-counter knee clearance, may be modified or they may be replaced by portable stations. Otherwise, the student may need the assistance of an aide to perform the laboratory experiment.

Students with hand-function limitations may have difficulties both in the laboratory and in the classroom, taking in-class writing assignments and taking written tests. The instructor should be prepared to utilize the following accommodations:

- ✓ Permit the use of a note taker or tape recorder.

- ✓ Team the student with a laboratory partner or assistant.

- ✓ Allow in-class written assignments to be completed out of class with the use of a scribe or other appropriate aid, if necessary.

Student Services/OIR will administer oral or taped tests or will provide space and supervision for extended testing time. Student Services/OIR is also available for alternative testing arrangements.

Out-of-Class Assignments

For students who have mobility impairments or hand-function impairments, the use of the library for reading or research assignments may present obstacles. The student may have to arrange with library personnel for access to card catalogues, book shelves, and microfiche and other equipment, or for manipulating the pages of publications. Because the completion of required work may thus be delayed, the extension of deadlines and the use of "Incomplete" grades may be appropriate.

Off-campus assignments and field work may pose similar problems of access to resources. Instructors should consider such expedients as advance notice to students who rely on special transportation, the extension of deadlines, and alternative assignments and the use of "Incomplete's".

Teaching Students with Hearing Impairments

Students who are deaf or hard of hearing may use a wide range of services depending on the language or communication system they use.

Some people who are deaf are members of a distinct linguistic and cultural group. Often people who are hearing impaired have been deaf for a long period of time. Some may live in a community or extended family that includes numerous other individuals who are hearing impaired. They may use American Sign Language as their first language. Therefore, members of this cultural group are bilingual and English is their second language. As with any cultural group, people who are deaf have their own values, social norms, and traditions. Because of this, faculty should be sensitive and attentive to cross-cultural information in the classroom setting. Some students who are hearing impaired may use American Sign Language interpreters in the classroom setting.

Indications that a student has a hearing loss may include a student's straining to hear, intense concentration on the speaker's face, use of loud or distorted speech, requests to repeat or spell words, and consistent failure to respond.

Hard of hearing refers to those individuals who may use speech, reading and or hearing aids to enhance oral communication. Hearing aids or amplification systems may include public address systems and transmitter/ receiver systems with a clip-on microphone for the instructor. For those who use speech reading, only 30-40 percent of spoken English is comprehensible even for those who are highly skilled.

For people who are deaf or hard of hearing who choose to speak, feedback mechanisms are limited; therefore, vocal control,

volume, intonations and articulation may be affected. These secondary effects are physical and should not be viewed as mental or intellectual weaknesses.

There are a variety of services available to students who are hard of hearing. Students may use Signed English, American Sign Language, Cued Speech, or oral transliterators in the classroom. These are visual systems that enhance the reception and expression of spoken English.

Things to Remember

- ✓ Students who are deaf or hard of hearing will benefit from front row seating. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on speech reading and visual cues. If an interpreter is used, the student's view should include the interpreter and professor. If the speaker is in a shadow or standing by a window with movement outside of it, the person who is speech reading may have difficulty seeing or attending to the speaker's mouth.
- ✓ Keep your face within view of the student and speak in natural tone.
- ✓ When using an interpreter, speak directly to and maintain eye contact with the student, not the interpreter.
- ✓ Recognize the processing time the interpreter takes to translate a message from its original language into another language (whether English to American Sign Language or vice versa) because this may cause a short delay in the student's receiving information, asking questions and/or offering comments. During translation lag times, maintain a comfortable eye contact and postural regard with the student.
- ✓ Repeat questions and remarks of other people in the room.
- ✓ Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- ✓ If requested, assist the student with identifying a note-taker.
- ✓ When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.
- ✓ Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc.
- ✓ Do not obstruct student's view of the interpreter by walking between them.
- ✓ If the speaker has a beard or mustache that covers part or all of the lips, remember that a student who speech reads will have a hard time following a lecture or class discussion.
- ✓ Use audio-visual equipment that provides good audio clarity.
- ✓ Try to reduce the amount of ambient noise in the environment, such as fans or background noise.

Teaching Students with Emotional/Social Impairments

Students with emotional and social disabilities present some of the most difficult challenges to a professor. Like some disabilities, these impairments may be hidden or latent, with little or no effect on learning. Unlike students with other kinds of disabilities, emotional disabilities may manifest themselves in behavior ranging from indifference to disruptiveness. Such conduct may make it difficult to remember that students with emotional and social impairments have little control over their disabilities.

One of the most common psychological impairments among students is depression. The condition may be temporary, a response to inordinate pressures at school, on the job, at home or in one's social life. Depression may be manifested as a pathological sense of hopelessness or helplessness which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping or other living patterns.

Anxiety is also prevalent among students and may also be the reaction to stress. A student need not be psychologically impaired to experience anxiety. Mild anxiety, in fact, may promote learning and improve functioning. Severe anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying, or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of light-headedness or hyperventilation.

Students are susceptible to a myriad of other social and emotional disorders to which other students are susceptible, including expressing inappropriate classroom behavior or inadequate performance of assignments. Some troubled students who are undergoing treatment take prescription medication to help control disturbing feelings, ideas and behavior. This medication might cause undesirable side effects such as drowsiness or disorientation.

In dealing with psychological conditions that impair the functioning of the affected student, follow the principles outlined for working with students with any disabilities in the Overview section of this handbook. If the behavior begins to affect others, your course or your instructions, think about the following one of the suggestions below:

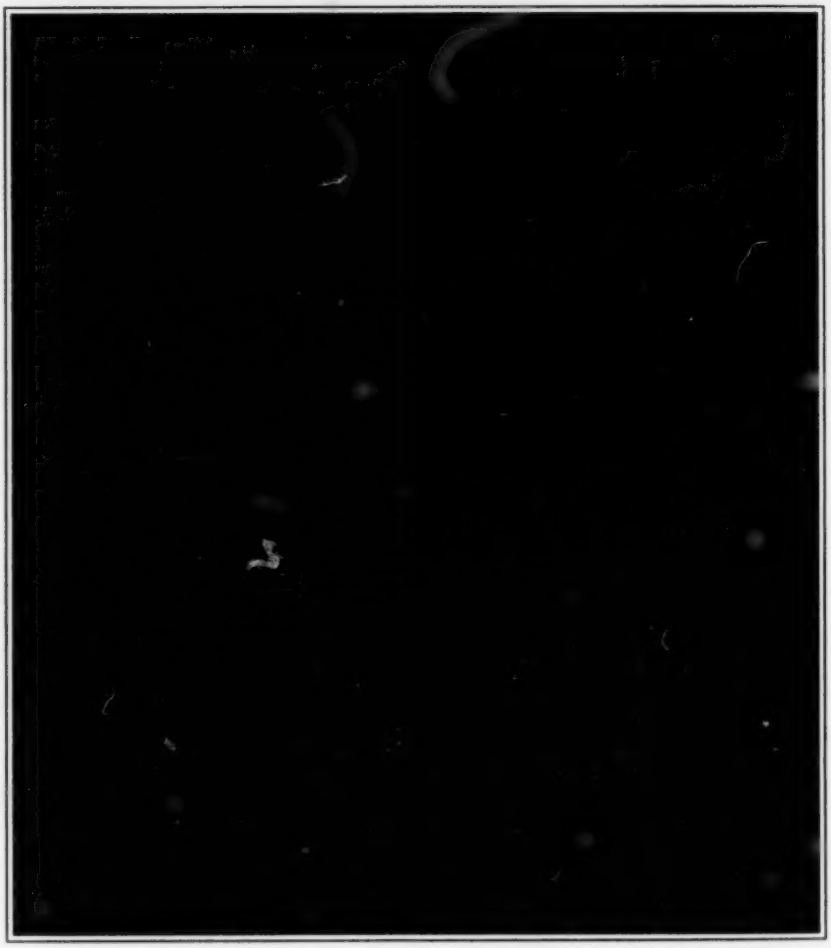
- ✓ Discuss inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct. It may be appropriate to have a witness to your conversation.
- ✓ In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in the course.
- ✓ If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the Counseling Center, the Student Health Center or the Office for Student Services.
- ✓ If abusive or threatening behavior occurs, refer the matter to the Office for Student Services.

Teaching Students with Speech Impairments

Speech impairments range from problems with articulation or voice strength to complete loss of voice. They include difficulties in projection, as in chronic hoarseness and esophageal speech; fluency problems, as in stuttering; and nominal aphasia that alters the articulation of particular words or terms.

> *Patience is the most effective strategy in teaching students with speech impairments.*

Some of these difficulties can be managed by such mechanical devices as electronic "speaking" machines or computerized voice synthesizers. Others may be treated through speech therapy. Speech impairments can be aggravated by the anxiety inherent in oral communication in a group.



Teaching Strategies

- ✓ Give students the opportunity, but do not compel them to speak in class.
- ✓ Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement. While waiting for a student to find a word or to complete an expression, maintain comfortable eye contact and posture with the student.
- ✓ Address students naturally and in your regular speaking voice. Don't assume the "spread phenomenon" --they cannot hear or comprehend.
- ✓ Consider course modifications, such as one-to-one presentations and the use of a computer with a voice synthesizer.

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Teaching Students with Other Disabilities

There are many other conditions that may interfere with a student's academic functioning. Some of their symptoms, like limited mobility or impaired vision, and the types of intervention required may resemble those covered elsewhere in this handbook. The general principles set forth in the Overview section apply, particularly the need to identify the disability and to discuss with the student both its manifestations and the required accommodations. Below are brief descriptions of some of the more prevalent disabilities among students as well as recommended accommodations.

HIV/AIDS (Acquired Immune Deficiency Syndrome)

HIV/AIDS is caused by a virus that destroys the body's immune system. This condition leaves the person vulnerable to infections and cancers that can be avoided when the immune system is working normally. The virus is transmitted primarily through sexual contact or needle sharing with intravenous drug users. It is not transmitted through casual contact.

Although manifestations of HIV/AIDS are varied, depending on the particular infections or diseases the individual develops, extreme fatigue is a common symptom. Because of the different manifestations, classroom adaptations will likewise vary.

Students with HIV/AIDS may be afraid to reveal their condition because of the social stigma, fear and/or misunderstanding surrounding this illness. It is therefore exceptionally important that confidentiality be strictly observed. In addition, if the issue should arise in class it is important for faculty to deal openly and non-judgmentally with it and to foster an atmosphere of understanding.

For general classroom considerations, please refer to the Overview section. If cancer is involved, see the section below. For particular impairments, please see the applicable sections on specific disabilities.

Cancer

Because cancer can occur in almost any organ system of the body, the systems and particular disabling effects will vary greatly from one person to another. Some people experience visual problems, lack of balance and coordination, joint pains, backaches, headaches, abdominal pains, drowsiness, lethargy, difficulty in breathing and swallowing, weakness, bleeding or anemia.

The primary treatments for cancer (radiation therapy, chemotherapy and surgery) may engender additional effects. Radiation therapy can cause violent nausea, drowsiness and fatigue, thus affecting academic functioning or causing absences. Surgery can result in amputation, paralysis, sensory deficits, and language and memory problems.

For general accommodations, please refer to the Overview section. For particular impairments, please see the applicable sections on specific disabilities.

Cerebral Palsy

Cerebral Palsy is caused by an injury to the brain, which may have occurred before, during or shortly after birth. The injury results in disorders of posture or movement. Manifestations may include involuntary muscle contractions, rigidity, spasms, poor coordination, poor balance or poor spatial relations. Visual, auditory, speech, hand-function,

convulsive disorders and mobility problems might also occur.

For appropriate classroom accommodations, refer to sections on speech and visual impairments, physical disabilities and hand-function impairments.

Traumatic Brain Injury

Students with traumatic brain injuries are becoming increasingly more prevalent. These students often exhibit one or more of the following symptoms: short-term memory problems, serious attention deficits, auditory dysfunction, cognitive deficits, behavior problems, problems of judgment, and serious anxiety attacks.

For general classroom considerations, refer to the Overview section and the sections on learning disabilities and/or seizure disorders.

Multiple Sclerosis

Multiple Sclerosis is a progressive disease of the central nervous system, characterized by a decline of muscle control. Symptoms may range from mild to severe: blurred vision, legal blindness, tremors, weakness or numbness in limbs, unsteady gait, paralysis, slurred speech, mood swings or attention deficits. Because the onset of the disease usually occurs between the ages of 20 and 40, students are likely to be having difficulty adjusting to their newly diagnosed condition.

The course of Multiple Sclerosis is highly unpredictable and individual. Periodic remissions are common and may last from a few days to several months, as the disease continues to progress. As a result, mood swings may vary from euphoria to depression. Striking inconsistencies in performance are not unusual.

For appropriate classroom accommodations, refer to sections on speech and visual impairments, physical disabilities and hand-function impairments.

Muscular Dystrophy

Muscular Dystrophy refers to a group of hereditary, progressive disorders that most often occur with young people, producing degeneration of voluntary muscles of the trunk and lower extremities. The atrophy of the muscles results in chronic weakness and fatigue and may cause respiratory or cardiac problems. Walking, if possible, is slow and appears uncoordinated. Manipulation of materials in class may be difficult.

Refer to the section on physical disabilities and hand-function impairments for appropriate accommodations.

Respiratory Problems

Many students have chronic breathing problems, the most common of which are bronchial asthma and emphysema. Respiratory problems are characterized by attacks of shortness of breath and difficulty in breathing, sometimes triggered by stress, either physical or mental. Fatigue and difficulty climbing stairs may also be major problems, depending on the severity of the attacks. Frequent absence from class may occur and hospitalization may be required when prescribed medications fail to relieve the symptoms.

For appropriate classroom accommodations, refer to the section on physical disabilities and Overview.

Seizure Disorders

Students with epilepsy and other seizure disorders are sometimes reluctant to divulge their conditions because they fear being misunderstood or stigmatized. Misconceptions about these disorders, that they are forms of mental illness, contagious and untreatable, for example, have arisen because their ultimate causes remain uncertain. There is evidence that hereditary factors may be involved and that brain injuries and tumors, occurring at any age, may give rise to seizures. What is known is that seizures result from imbalances in the electrical activity of the brain.

Types of Seizures

Petit Mal. Means "little" seizure and is characterized by eye blinking or staring. It begins abruptly with a sudden dimming of consciousness and may last only a few seconds. Whatever the person is doing is suspended for a moment but resumed again as soon as the seizure is over. Often, because of its briefness, the seizure may go unnoticed by the individual as well as by others.

Psychomotor. Seizures range from mild to severe and may include staring, mental confusion, uncoordinated and random movement, incoherent speech and behavior outbursts, followed by immediate recovery. They may last from two minutes to a half hour. The person may have no recollection of what happened, but may experience fatigue.

Grand Mal. Seizures may be moderate to severe and may be characterized by generalized contractions of muscles, twitching and limb jerking. A few minutes of such movements may be followed by unconsciousness, sleep, or extreme fatigue.

Students with seizure disorders are often under preventive medication, which may cause drowsiness and temporary memory problems. Such medication makes it unlikely that a seizure will occur in class.

In the Event of a Grand Mal Seizure

Follow these procedures if a student experiences a Grand Mal Seizure:

1. **Keep calm.** Although its manifestations may be intense they are generally not painful to the individual.
2. **Remove nearby objects** that may injure the student during the seizure.
3. **Help lower the person** to the floor and place cushioning under his/her head.
4. **Turn the head to the side** so that breathing is not obstructed.
5. **Loosen tight clothing.**
6. **Do not force anything between the teeth.**
7. **Do not try to restrain bodily movement.**

After a seizure, faculty should deal forthrightly with the concerns of the class in an effort to forestall whatever negative attitudes may develop toward the student.

Sickle Cell Anemia

Sickle Cell Anemia is a hereditary disease that reduces the blood supply to vital organs and the oxygen supply to the blood cells, making adequate classroom ventilation an important concern.

Because many vital organs are affected, the student may also suffer from eye disease, heart condition, lung problems and acute abdominal pain. At times, limbs or joints may be affected. The disease is characterized by severe crisis periods with extreme pain, which may necessitate hospitalization and/or absence from class. Completing academic assignments during these periods may not be possible.

For appropriate classroom accommodations, refer to sections on visual and hand-function impairments, as well as the Overview.

Substance Abuse

Substance abuse is a condition of physiological and/or psychological dependence on any of a variety of chemicals, such as illegal drugs, some prescription drugs and alcohol. Individuals who are recovering from drug or alcohol abuse or who are in treatment programs to assist their recovery are covered by federal anti-discrimination legislation and are eligible for college services for students with disabilities.

These students may experience psychological problems such as depression, anxiety or very low self-esteem. They may exhibit poor behavioral control, and if they are using medication as part of their treatment, they may experience undesirable side effects.

Refer students showing symptoms of substance abuse to the Campus Alcohol and Drug Resource Center, P207 Peabody Hall or the Counseling Center.

Refer to the Overview and the section on psychological impairments for additional classroom considerations.

Section 504

Rehabilitation Act of 1973

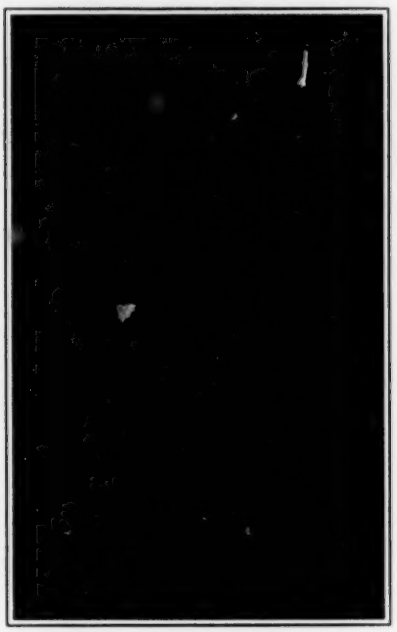
Section 504 is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. It provides that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. Handicapped person means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Admissions and Recruitment

Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make preadmission inquiry as to whether an applicant for admission is a handicapped person but, after admission, may make inquiries on a confidential basis as to handicaps that may require accommodation.

Academic Adjustments

Universities shall make such modifications to academic requirements as necessary to ensure that requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in time permitted for the completion of degree, and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.



Section 504 is too lengthy a document to include in this resource guide. If you wish a complete copy of the legislation, please contact the Equal Opportunity Programs Office at the address provided below.

Questions & Concerns

State Univ. System of Florida
Office For Equal Opportunity
325 W. Gaines Street,
Suite 1446
Tallahassee, Florida 32399-1950
(904) 487-1896

Note: Section 504 refers to people with disabilities as handicapped. The terminology will be changed in 1992-93.

Florida Statutes

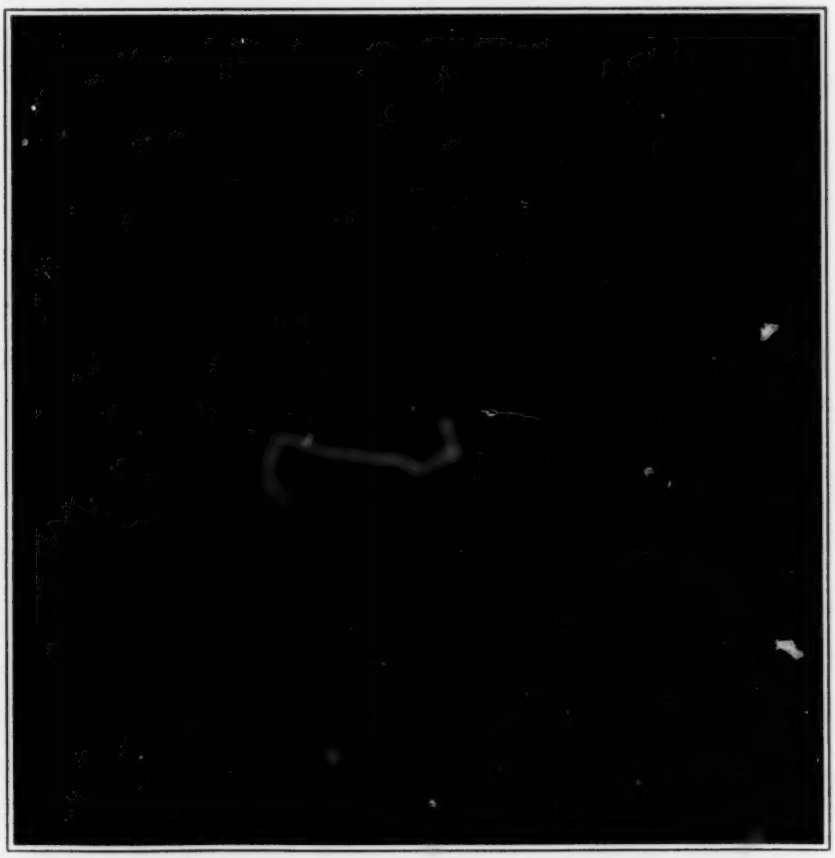
Ch. 240 Postsecondary Education

***240.152** Impaired and learning disabled persons; admission to postsecondary institutions; substitute requirements; rules.*

Any person who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for admission to a state university, community college, or postsecondary vocational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute admission requirements where appropriate. History-s. 1, ch. 86-194

***240.153** Impaired and learning disabled persons; graduation, study program admission, and upper division entry; substitute requirements; rules.*

Any student in a state university, community college, or postsecondary vocational institution who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute requirements where appropriate. History-s. 2, ch. 86-194



Auxiliary Learning Aids

General Appropriations Bill for Fiscal Year 1991-92

404A Special Categories. Grants and Aids. Auxiliary Learning Aid for Postsecondary Handicapped Students From General Revenue Fund

Funds provided in Specific Appropriation 404A shall be used for auxiliary learning aid assistance for handicapped students who are attending a state university or public community college in Florida and shall be administered under rules adopted by the State Board of Education. Such rules shall include standards of eligibility providing that auxiliary aids will be restricted to students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended, and who are not able to obtain auxiliary aid assistance under state or federal vocational rehabilitation programs or other governmental programs. Such rules shall provide for reimbursement to the institutions by the Department of Education for auxiliary aid assistance provided under this program. The level of reimbursement of funds to individual institutions shall be based on the number of disabled students served in the prior year, the amount of institutional matching funds provided, and the institution's Auxiliary Learning Aids expenditures for the prior year. Any funds herein appropriated and unencumbered at the end of the fiscal year shall revert to the General Revenue Fund unallocated. Participating institutions shall be required to provide matching funds of at least 30 percent beginning in the Fall 1991 and at least 40 percent beginning in Fall 1996. Eligible matching expenditures shall include equipment and personnel services which are dedicated to providing direct auxiliary instructional support to handicapped students.

Upon request by the institution, an amount equal to 20 percent of an institution's allocation may be distributed at the time of allocation. Any funds provided in advance shall be deducted from the total amount the institution is eligible to be reimbursed for actual expenditures under its plan. At least once during each year the allocation, expenditures, and needs of all institutions shall be reviewed. If this review shows that any institution is not spending its allocation at a rate that would exhaust the allocations by the end of the year, the Commissioner may adjust allocations between and among institutions. For 1991-92, the annual expenditure limit for individual students participating shall be $5,500.

None of the appropriation for auxiliary learning aids shall be expended for hourly, OPS (Other Personal Services), or salaried personnel except for persons who are necessary for providing direct auxiliary instructional support to handicapped students. With specific prior approval of the Department of Education, funds may be used to pay salaries of interpreters for the deaf; learning disability specialists; readers; notetakers; and tutors who work directly with disabled students in the learning environment and are employed in full-time, salaried positions where the workload justifies a full-time employee. At no time may any of the funds from this appropriation be expended for the salary of the institution's Coordinator of Programs and Services for Students with Disabilities.

State Board of Education Rules

6A-10.28 Auxiliary Aid Assistance for Handicapped Students

1) Funds appropriated in Item 271D of section 1 of Chapter 79-212, Laws of Florida, for auxiliary aid assistance for handicapped students

attending a state university or a public community college in Florida shall be distributed quarterly to participating institutions as reimbursement for eligible expenditures made by the institution pursuant to this rule.

2) Subject to the availability of funds appropriated for this purpose, a state university or a public community college shall be eligible to receive reimbursement of funds expended to purchase auxiliary aids as defined in subsection 84.44(d) C.F.R. needed by a student attending that institution who is handicapped within the definition of Section 504 of the Federal Rehabilitation Act of 1973, as amended, and who is not able to obtain the needed auxiliary aid assistance under state or federal vocational rehabilitation programs responsible for providing such assistance. Assistance provided under this rule shall be used solely for the provision of auxiliary aids as defined in the subsection 84.44 (d) of the federal regulations governing the Section 504 program of the Federal Rehabilitation Act of 1973, as amended. The reimbursement of expenditures for each handicapped student shall not exceed five thousand five hundred dollars ($5,500) per academic year. The limitation of funds for reimbursement shall in no way obviate or alleviate the institution's responsibility to provide any auxiliary aids required by subsection 84.44(d) C.F.R.

3) In the event that a beneficiary of auxiliary aid assistance transfers from one state university or public community college in Florida to another, the benefits provided under this rule shall be transferred upon approval of the Department of Education.

4) Any auxiliary aid equipment provided to a handicapped student under this rule shall be the property of the institution, and upon completion of the course or program for which the student is enrolled, must be returned to the institution from which it was obtained.

5) With approval of the Department of Education, two (2) or more institutions may pool equipment in order to better meet the needs of handicapped students.

6) Each institution wishing to receive reimbursement for funds expended pursuant to Rule 6A-10.28(2), FAC, shall submit to the Commissioner at the end of each quarter of the fiscal year (September 30, December 31, March 31, and June 30) a report containing the following: (a) the name of each student provided auxiliary aid by the institution; (b) the nature of the student's handicap; (c) each auxiliary aid purchased for and provided to the student; (d) the actual expenditure by the institution for each aid provided; (e) a certification that the student was unable to secure the required assistance for this aid from any of the state or federal vocational rehabilitation programs responsible for such assistance.

7) Each quarterly report shall show institution expenditures for each quarter of the fiscal year and the total expenditure for the year to date. If more than one (1) student is provided assistance, a report containing the information in category (6) above shall be submitted for each student, and a summary report shall be submitted listing total expenditures for which the institution is requesting reimbursement for all eligible students.

Note: This section refers to people with disabilities as handicapped. The terminology will be changed in 1992-93.

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